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ABSTRACT

The Comprehensive Reading Program at Brooklyn College, designed for open-admissions students with poor reading skills will attempt to help students develop the sophisticated reading skills necessary to deal with the college curriculum. This preliminary report of the program, written in preparation for its pilot semester, includes course outlines for separate courses in basic vocabulary, basic comprehension skills, intermediate comprehension skills, advanced reading comprehension (classroom and laboratory components), and reading for students to whom English is a second language. The outlines discuss rationale and objectives for the courses, student population which will be required to take the courses, and course structure; in most cases, a bibliography of materials is provided. Other sections of the report describe the reading laboratory, the use of student tutors, basic screening procedures, the use of group counseling as a part of the reading program, the evaluation plan for the pilot phase of the program, personnel and facilities, and pilot semester enrollment. (GW)

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THE COMPREHENSIVE READING PROGRAM

A Preliminary Report

Submitted by:

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the City University
of New York

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Course outlines for Reading 0.2 and 0.3 were prepared by Leonie Simon. Ms. Dympna Bowles and Ms. Wendy Maloney prepared outlines for Reading 0.5 and 0.6. Mr. Michael Crandall prepared the section on Student Tutors. Ms. Lynn Diamond prepared the outline on Reading 2.0. Ms. Mary Knight was responsible for setting up the Reading Laboratory.

The material for this report was typed by Ms. Elaine Zavier.

M. Waters

INTRODUCTION

A deficiency in reading is a definite handicap which limits academic progress. The presence in Brooklyn College of a large percentage of its students who are reading below the national norm presents both a problem and a challenge to the academic community. The problem is highlighted when instructors give reading assignments which students have extreme difficulty in completing successfully. Lack of vocabulary competence, poor comprehension skills, inflexibility of reading rate and poor attitudes toward reading are some of the underlying causes of reading assignments being done poorly or not at all. The challenge, then, is to develop an intensive program which will provide the student with the sophisticated reading skills necessary to deal with the college curriculum.

The Comprehensive Reading Program attempts to meet this challenge. It provides students with an analysis of their reading skills, abilities and deficits and helps students to develop through individual prescriptive teaching the competencies necessary to handle college-level reading assignments.

The objectives of the program are directly related to college course content. College texts and collateral readings are the source materials for the specific skills taught. A close relationship with the various academic departments will be one of the primary objectives of the program.

On the following pages there is a short preliminary report of the Comprehensive Reading Program to date.

BASIC VOCABULARY

READING 0.1

Rationale Basic to the ability to read material found in college texts is the understanding of vocabulary. Many students on the initial screening evidence very low vocabulary scores. These low scores are due to poor ability in phonics, a limited understanding of the structural basis of the English Language and a limited understanding of basic vocabulary words.

Population Students will be required to take Reading 0.1 when their scores on the initial reading test reveal the vocabulary score to be significantly lower than the comprehension scores and the total is below the 10th percentile on the national norm.

Course Structure The course meets for two hours per week with a class limit of 15 students. Modules are developed in phonics, dictionary skills, structural analysis, etc. to meet the needs of individual students.

Course Outline The course will include, but not be limited to the, following topics:

I. Phonics
   A. Vowels -
      1. Long and Short
      2. Final silent e rule
      3. Diphthongs
      4. Digraphs

IV. Vocabulary Skills

- A. Parts of Speech
- B. Connotation
- C. Denotation
- D. Cognates
- E. Derivation of Words
  - 1. Foreign Languages
  - 2. Names
  - 3. New Words
- F. Idioms and Idiomatic Use
- G. Figurative Language
- H. Subject Area Vocabularies

V. Effective Use of Words

- A. Exact Word Choices
- B. Appropriate Words
- C. Vivid Words
- D. Use of Synonyms
- E. Persuasive Words
- F. Euphemisms
- G. Vulgarisms
- H. Improprieties
- I. Mixed Figures of Speech
- J. Incongruity
- K. Trite Expressions
- L. Cliches

B. Consonants

1. Initial, final
2. Digraphs, blends
3. Hard and Softs Sounds of C and G.

C. Syllabication Rules

D. Accenting of Syllables

II. Structural Analysis

A. Inflected Endings

B. Prefixes

C. Suffixes

D. Roots

E. Compound Words

III. Dictionary Skills

A. The Contents

B. Using the dictionary

1. Guide Words
2. Reading Entries
3. Pronunciation Guide
4. Usage Labels

C. Limitations of Dictionaries

D. Special Dictionaries

1. Current Usage
2. Rhyming
3. Subject Area Dictionaries

E. Roget's Thesaurus.

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BASIC COMPREHENSION SKILLS

READING 0.2 - 0.3

Rationale Reading is a multifaceted process which involves more than being able to see and call words. Research evidence supports the premise that reading is a thinking process which involves understanding what is read; therefore being able to select, evaluate, draw inferences, make applications, and organize concepts. This complex thinking process utilizes experience. One writer has succinctly defined reading as, "Bringing meaning to the printed page and Taking meaning from it" (Italics mine). In the reading task not only must the reader have experiences and concepts from which to draw, and with which to think, but he must be able to interpret and reconstruct what the author is saying or implying. This is the primary task of the student if he must function successfully at the college level.

The students in this course - Basic Comprehension Skills - cannot read well enough even to perform at a grade school level. However, unlike the six year old beginners in reading, they can read to some degree and have the added advantage of some life experience. The answer to comprehension development therefore, is to start with the students' experiences and interests and use these.

This course is consequently designed to:

1. make these students aware of the skills they already possess.
2. help them to apply these skills to read more effectively.
3. help them to acquire the necessary tools which they lack.
4. develope a genuine interest in and a love for reading.

Population All Comprehensive Reading Students tested in the college-wide Cooperative Reading Test and found to be in the 0-10th percentile - i.e., in the total reading comprehension skills; and whose High School average is below 75 percent will be in this basic program. It is estimated that there will be approximately 160 students needing this course - reading 0.2 - Spring, 1974.

There will be 10 classes with approximately 16 students in each class of Reading 0.2 which will meet 2 hours per week. The students will work in the classroom or lab depending on the skills being studied.

There will be 6 classes with approximately 15 students of Reading 0.3 which will meet three hours per week. The students will work in the laboratory.

Orientation

A. Discuss importance of reading ability to and its effects upon work in the subject areas.
B. Discuss relationship of reading ability to students' potential in College as well as in vocational and professional positions.
C. Describe the way that reading opens new areas of interest and learning.
D. Emphasize that every student can learn to read better.
E. Establish class and personal goals. (give student outline)

Student Tutors in Reading 0.2 and 0.3 To implement the program effectively and ensure that individualized instruction needs are met, it is necessary to use Student Tutors whose role is both counselor and teacher to his peer. He will assist the instructor in:

1. doing remedial work under faculty direction with individuals or groups
2. seeing that students get maximum benefits from lecture or other class activity
3. getting materials ready for class and keeping records
4. providing the emotional support which students coming into this program may need.

Behavioral Objectives The students will develop the progressive ability to read with comprehension, speed and enjoyment through the attainment of the following objectives:

1. Given college level reading material the student will be able to:
   a. select the main idea from a number of choices.
   b. get the literal meaning of the sentence in context.
2. Given college level reading material the student will be able to:
   a. get the implied meaning
   b. draw conclusions
   c. make generalizations
   d. reason from cause to effect
   e. make comparisons
   f. predict outcomes
   g. make judgments

3. Given a lecture by an instructor on a specific topic, the student will be able to:
   a. take notes on the lecture in an organized manner
   b. study the lecture notes
   c. refer to the notes, answer correctly questions based on the main ideas and major details of the lecture

4. Given a selection from a college textbook, the student will use a systematic study method which will include but not be limited to:
   a. surveying the materials
   b. write notes or underlining
   c. answering correctly questions based on important ideas in the selection.

5. Given college level reading material the student will be able to:
   a. distinguish between literal and figurative writing
   b. note the figurative techniques used (metaphor, simile, irony, personification)
   c. translate figurative language into literal meaning.

6. Given college level material in which conclusion is drawn, the student will be able to judge the validity by:
   a. distinguishing between facts statements and opinion statements
   b. determining whether the facts are relevant or irrelevant to the main idea of the paragraph
   c. determining whether the conclusion follows from the facts and ideas given.

7. Given college level material which is intended to convey a certain tone, the student will be able to:
   a. determine whether the author is serious, humorous, or sarcastic
   b. determine whether the author's purpose is to entertain, instruct or persuade

8. Having had positive results in this reading program the student will:
   a. discover the importance of being able to read well
   b. experience the enrichment which reading brings to his life
   c. acquire a love for reading

Evaluation A. Students will be given a pre-test chosen in consultation with the Bureau of Testing and Research during the first week of the semester. This test is primarily for diagnostic purposes.

B. Check-ups

The schedule provides for periodic teacher-prepared check-ups or quizzes. Evaluation of achievement will be made at the end of each skill sequence taught in class or lab.

C. Attendance, class participation promptness in handing in assignment.

D. Students will be given the post test developed by the class teacher and a test battery chosen in consultation with the Bureau of Testing and Research.

15 Week Plan - Spring, 1974

Week	Date	Plan
1.	2/4 - 2/8	Testing
2.	2/11 - 2/15	Orientation and Introduction to course.
3.	2/19 - 2/22	Organizing study period; Preview.
4.	2/25 - 3/1	Main Ideas and Vocabulary; using the library.
5.	3/4 - 3/8	Vocabulary, main ideas (review) Supporting details.
6.	3/11 - 3/15	Recognizing main ideas and supporting details in restatement, examples; support, contradiction, expansion, analogy etc.; Read Novel
7.	3/18 - 3/22	Integrate above with directional words. Note-taking; SQ3R.
8.	3/25 - 3/29	Review for test; Test;
9.	4/1 - 4/5	Outlining, note-taking patterns, cause-effect, comparison-contrast, simple listing, Time Order.
10.	4/8 - 4/12	SPRING RECESS
11.	4/15 - 4/19	(review note-taking), Skimming, Reading graphs, charts and tables.
12.	4/22 - 4/26	Drawing inferences and conclusions, understanding sequence of meaning.
13.	4/29 - 5/3	Figurative language; paraphrasing; Read Novel.
14.	5/6 - 5/10	Facts and Opinion, propaganda, mood and tone.
15.	5/13 - 5/17	Review
16.	5/20 - 5/21	Evaluation

Materials To Be Used A. Student's

a. Text - Reading the Textbook

b. Supplementary: College Reading Skills

c. New Collegiate Dictionary

d. A notebook

e. Folder for material given in class.

B. Sources for 15 Week Plan

Week	Date	Sources
1.	2/4 - 2/8	Test - department.
2.	2/11 - 2/15	Teacher's notes, student's outline Better and Faster Reading, pp. 1-6.
3.	2/19 - 2/22	Lecture; text pp. 2-4; Learning to Read Effectively, pp. 19-21 College Reading Skills, chapter 5; Reading and Interpreting p. 49, Lab.
4.	2/25 - 3/1	Memo material; Text pp. 4-7; 23-40; Reading for Comprehension B 1 pp. 1-14; Tactics I pp. 12-16; Reading and Thinking pp. 1-18; More Powerful Reading pp. 46-49, Lab.
5.	3/4 - 3/8	Text pp. 92-116; Reading as Thinking, pp. 20-44; Tactics II pp. 69-76.
6.	3/11 - 3/15	Memo sheets, Reading as Thinking, pp. 25-51, Text pp. 225-236; Novel - Jonathan Livingston Seagull. New Goals in Reading, p. 85; Lab.
7.	3/18 - 3/22	Lecture; Text pp. 41-52; College Reading Skills, pp. 29-37, 54, 74, 77, 89, 93, 97 College Reading Skills, pp. 179-197. Tactics II, pp. 79, 8, Reading as Thinking, pp. 82-85.
8.	3/25 - 3/29	Text, Materials used; memo sheets; corrected work.

Week	Date	Sources
9.	4/1 - 4/5	Text pp. 53-65; Reading as Thinking pp. 41-45; College Reading Skills 151-177; Tactics II pp. 91-96; Basic Reading Skills 143-147.
10.	4/8 - 4/12	SPRING RECESS
11.	4/15 - 4/19	Text. pp. 69-90, College Reading Skills pp. 83-101, Basic Reading Skills, pp. 134, 5; 158-164.
12.	4/22 - 4/26	Basic Reading Skills, pp. 112-118 Tactics II pp. 81-90; Memo sheets; Lecture; Lab; Skills in Reading pp. 123-134.
13.	4/29 - 5/3	Basic Reading Skills, pp. 101-105, Tactics II pp. 65-67, Memo sheets; Novel. College Reading Skills, 279-281. Lab. Better & Faster Reading pp. 271-2.
14.	5/6 - 5/10	Text pp. 167-199; Tactics II - pp. 51-52; Basic Reading Skills, 106-111; Skills in Reading pp. 36-48; Memo sheets; College Reading Skills, pp. 105-107.
15.	5/13 - 5/17	Corrected work; Memo sheets, Text etc.
16.	5/20 - 5/21	Research and Testing.

INTERMEDIATE COMPREHENSION SKILLS

READING 0.5 - 0.6

Rationale The students at the Intermediate Level of the Comprehensive Reading Program need to build sophisticated reading techniques as well as to refine those basic skills they have already acquired. It goes without saying that reading efficiency, flexibility, and study skills are vital to survival in college. Beyond simply coping with the academic world, our students need reading support to surpass mediocrity and involve themselves in the intellectual life of the university. To do this, they must broaden their speaking and reading vocabularies; they must learn to recognize structure and logic; and they must begin to think critically and creatively. Since college requires an approach to study different from what our students knew in high school, the Intermediate Level course will also provide them with study methods necessary for their college course assignments.

Population Students in the Intermediate Level were tested on the Cooperative or the California Reading Test and fall between the 10th percentile and the 25th percentile in total comprehension skills which include vocabulary, comprehension, and

rate. Approximately 250 students are to be placed in 20 sections. Sections of 0.5 will meet for three hours a week. Additional emphasis will be placed on vocabulary since most of the students in this group have vocabulary scores lower than their comprehension scores. Sections of 0.6 will meet for three hours a week, a one hour lecture and two hours of which will be conducted in the reading laboratory. Students in these sections have vocabulary scores as high as or higher than their comprehension levels, and therefore the emphasis on vocabulary will not be as great as that of course 0.5.

Course Formats

Reading 0.5 Intermediate Reading Workshop-Three Hours. An intermediate reading course which concentrates on reading in the College Subject-Area fields. Small group work in a classroom setting with individual work in the laboratory on a prescriptive basis.

Reading 0.6 Intermediate Reading - 1 hr. Lecture, 2 hrs. Laboratory. An intermediate reading course focusing on the college content areas. A one hour lecture per week with an intensive two hour follow-up in the laboratory, based both on the individual lecture content and individual diagnosis of each student.

Course Content Outline - Reading 0.5 - 0.6

A. READING SKILLS

1. Word Attack

a. Phonics

b. Syllabication

2. Pre-Reading, Exploring, Skimming, Overview

3. Vocabulary

a. Contextual

1. connotation

2. denotation

b. Latin and Greek Roots

c. Specialized Vocabulary

4. Comprehension

a. main idea-for paragraph and/or selection

b. details, recall

c. inference

1. judgment

b. tone-bias

d. drawing conclusions

e. critical reading

5. Analyzing Patterns of Organization

   a. Social Sciences and Humanities

      1. Main idea, details, illustration pattern

      2. Definition Pattern

      3. Dichotomies (Comparison-Contrast)

      4. Cause and Effect

      5. Combinations

   b. Natural Sciences

      1. Experimental Method

      2. Process-Description

   c. Imaginative Writing

      1. Short story, novel, play

6. Flexibility of Rate, Concentration, and Reading Stamina

B. STUDY SKILLS

1. Previewing, SQ3R

2. Listening

3. Note-taking

   a. Outlining

   b. Summarizing

   c. Distinctions between major and minor details

4. Research Skills (with Bernice Martin, librarian)
   a. card catalogue
   b. periodicals
5. Test Taking
   a. essay
   b. short answer
   c. reading directions
   d. test vocabulary

Course Outline - Students

Overview This course has been planned to upgrade the reading and study skills of students to the level at which they may function independently in college. The Reading Laboratory, where students have the opportunity to work at their own rate, level, and needs, will be an essential component of the program, thus combining audio-visual materials with the more traditional resources.

Conduct of the Course Class will meet three hours a week. To provide uniformity to the lectures, students will be expected to complete all required readings and assignments both in class and in the Reading Laboratory.

Required Texts:

Brown, Charles and W. Royce Adams. How To Read The Social Sciences. Glenview, Illinois: Scott, Foresman and Co., 1968.

Cherington, Marie. Improving Reading Skills in College Subjects. New York: Teachers College Press, 1961.

Turnbull, Colin. The Forest People: A Study of the Pygmies in the Congo. New York: Simon and Schuster, 1962.

Evaluation A letter grade will be given for this course. Evaluation will be based on the mid-term and final examinations, completion of assignments, class participation, and attendance.

Course Outline

Week 1	Pre-testing:	McGraw-Hill Reading Test
		Vocabulary test
2/4-2/8	Assignments:	Read Introduction to the Student and Chapter 1 of How to Read the Social Sciences
Week 2		Reading in different areas, at different rates.
		Exploring text and chapter
2/11-2/15		Vocabulary: Latin and Greek roots.
Tuesday -Off		
Lincoln's Birthday -	Assignments:	Explore The Forest People
		Cherington book - selection 1
		Brown & Adams book - pgs. 140-151
		Begin Vocabulary Sheet

Week 3	Vocabulary:	Connotation and Denotation
2/13-2/22	Assignments:	Read chapters 3 & 4 of Brown & Adams book
Wash. Birthday		Practices in Brown & Adams - pp. 153-173
off Monday		Vocabulary: Greek Roots - continuation
Week 4	Note-taking	
2/25-3/1	Assignments:	Read chapter 12 in Brown & Adams
		Practice exercises in Brown & Adams - p. 201, 205.
		Cherington - selections #2 and #8
		Vocabulary: continuation of Greek and Latin roots.
Week 5	Introduction to Patterns in Social Science Writing	
3/4-3/8	1. Details and illustrations - chapter 6 of Adams	
	2. Definition pattern - chapter 7 of Adams	
	Assignments:	Practice exercises for first pattern - p. 177, p. 187.
		Practice exercises for second pattern - p. 179, p. 189.
		Cherington - selection #5 - for details pattern.
		Cherington - selection #11 - for definition pattern.
		Vocabulary - continuation of Roots.

Week 6 — Social Science Patterns continued

3/11-3/15

3. Dichotomies (Comparison-Contrast) chapter 8 of Adams, pp. 68-74.

Assignments: Practice exercises - p. 181, 182; 195, 196.
Cherington - selection 6
Vocabulary: Greek and Latin roots continued.

Week 7 — Social Science Pattern continued:

3/18-3/22

4. Cause and Effect - chapter 9 of Adams, pp.75-82

Assignments: Practice exercises pp. 183-184; 191-192
Cherington selection
Vocabulary: Greek and Latin roots continued

Week 8 — Mid-Term Examination

3/25-3/29

Assignment: Read chapter 15, pp. 131-137 of Adams - "Tips on Test Taking."

Week 9

4/1-4/5

Library: Research Assignment - A summary (in your own words) of 2 articles in the social sciences - sociology, psychology, etc. - with accurate footnote and bibliographic notation.

Assignments for Week 9: Read chapter 13 of Adams book - pp. 111-123

Vocabulary: continuation of Greek and Latin prefixes.

Week 10 — Spring Recess
4/8-4/12

Week 11 — Continuation of Patterns:
4/15-4/19
(5) Complicated Arguments - chapter 10
(6) Fact, Interpretation, and Opinion - chapter 11
Assignments: Practice exercises for #5 - pp. 185, 186; 193, 194.
Practice exercises for #6 - pp. 197,198,199.
Cherington selection
Vocabulary: Continuation of Latin prefixes

Week 12 — Charts, Diagrams, and Graphs
4/22-4/26
Assignments: Cherington selections #12, 17
Teacher's materials
Vocabulary: Latin and Greek prefixes

Week 13 — Introduction to Science writing
4/29-5/3
Pattern: Scientific Method
Assignments: Teacher's materials
Cherington - selection 9, pp. 64-68
Vocabulary: Greek and Latin prefixes

Week 14 — Introduction to Reading Imaginative Writing

5/6-5/10 — Exploring imaginative writing - specifically short story

Assignments: Practice exercises in Adams book - pp. 197-206.

Read the short story, "The Interlopers"

Vocabulary: Greek & Latin roots continued.

Week 15

5/13-5/17 — Analyzing Imaginative Writing: 3 levels of understanding Literal, Critical, and Affective.

Assignments: pg. 225-231 in Adams book

Vocabulary: Prefixes continued

Week 16

520-5/24 — Last day of class; Final examination will be given during the week of finals.

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ADVANCED READING COMPREHENSION-COLLEGE LEVEL READING 2.0

Rationale: Reading is the most basic intellectual skill needed in College. It can never be done well enough. The students in this course have the ability to read well enough to perhaps "survive" college. They need to learn to sophisticate their existing skills with more refined styles and methods of reading in order to profit and gain from the larger learnings which college has to offer. They need to learn to be freed from the tedium of reading in order to be able to deal creatively with ideas. They need a frame-work in which they can learn to read in order to problem solve, transfer knowledge, analyze, and think creatively.

Population: Students tested in college-wide freshman test (the Cooperative Reading Test) and found to be in the 25-50 percentile in total reading comprehension skills are recommended to take this course. Each section will be made up of 50 students and the sections will meet for 1 hour per week in a large lecture hall. The students will also meet once-a-week for 1 1/2 hours in lab sections. Each lab section will be made up of 25 students each.

Course Design: 1 hour lecture per week for 15 weeks to be used as follows:

a) theory of specific aim and objective of lesson.
b) film for speed and skill.
c) film follow-up exercise.
d) class drill of specific aim and objective of lesson.
e) question-answer period.

Because of the size of the class sections, the instructor will be assisted in the administrative tasks (attendance distribution, collection of materials) by student tutors who will also be used for teaching in the lab. In addition to the smooth operation of class time and more effective use of the time period, this will allow the tutors the opportunity to learn with the students, refine and develop their own skills, insure continuity of instruction from the lecture to the labs, and establish the tutor as a "teacher" and not just another "student" (role-model development).

1 1/2 hours of lab per week for 15 weeks to be used as follows:

a) review of class theory-large group.

b) application of skill to prepared materials according to specific area of interest and major.

   1. Social Science
   2. Humanities
   3. Natural Science

c) individual application of the week's skill to students actual course materials - the student will bring his own materials.

d) special lab functions will include:

   1. counseling and reinforcement of skills.
   2. diagnosis of specific areas of weakness and individual program designed to remediate these weaknesses.

For further explanation see sections on lab.

Course Design Limitation: Because of the size of the class sections and the labs, the major burden for learning must be placed on the student. While every attempt must be made to meet each student's individual needs, this goal cannot be fully achieved.

Broad Course Objectives: Overall improvement in reading, listening and study skills will be achieved through:

1. Increased reading speed in fiction and non-fiction with special application to the humanities, natural sciences, social sciences.
2. Increased comprehension and retention of materials read.
3. Improvement of listening skills.
4. Improvement of note-taking skills from listening and reading experiences.
5. Improvement of paper writing and research skills.
6. Improvement in test-taking techniques.
7. Improvement of recall techniques.
8. Development of purpose setting and flexibility.
9. Class survival skills-time scheduling, class participation skills.
10. Improved memory skills.
11. Critical Reading techniques.
12. Critical Reading in specific areas students actually studying.

Possible Course Organization To Achieve Objectives

I. Getting yourself together:

A. planning your time

B. how the course works

C. course objectives

D. data folders

Autobiographical

1. academic standing
2. goals
3. occupational commitments and interests
4. health, vision, hearing
5. personal problems

Personal Inventory

Habits of approach:

1. Do you read actively, setting up questions and answers and seeking the answers?
2. Do you think about the nature of the material in advance and then set up general goals?
3. Do you tend to become absorbed in your reading, without loss of time?
4. Do you easily shift from one approach to another to get what you need in the most efficient way?
5. Do you tend to concentrate well?

II. Basic Comprehension Skills

How effective are your skills:

Weak, good or poor

1. reading for main ideas
2. reading for details
3. outlining
4. reading charts, graphs, etc.
5. visualizing
6. reading for definitions
7. summarizing
8. reading to draw conclusions
9. reading to judge

III. Vocabulary:

1. Does your knowledge of general words seem good, fair or poor?
2. Are you alert to new words of special importance in your work or in a course you are taking?
3. Are you following the systematic plan for building your word knowledge?

IV. Rate Skills:

1. Do you set your rate in terms of the difficulty of the material and your purpose in reading?

V. Study Reading:

1. Have you found a good method for learning textbook material? If so, list the steps of your method.

VI. Reading In Special Subject Areas:

1. Have you problems in reading in certain content areas? List the subjects and your problems.

VII. Other Points:

1. Do you remember what is important?
2. Do you turn to reading for enjoyment?

IX. Understanding The Reading Process

1. How to get it in. Reception -
   - A. Reading.
     1. Understanding assignment
     2. Structure-preview
     3. Set a purpose
     4. Structuring for organization
     5. Break-up load
     6. Read to satisfy purpose - method to fit purpose - Flexibility of speed.
        - a. Rapid reading
          1) PV
          2) Skim
          3) Scan
        - b. Detail reading
          4) SQ4R or PQRST
     7. Taking notes
        1. Rate of forgetting
        2. Methods
           - a. Outline
           - b. Underline
           - c. Summary
           - d. Recall Patterns

B. Listening - Lectures

1. How to listen

2. How to take notes

C. Analytical Reading

D. Comparing ideas from various sources

2. How to store it - Retention

A. Snythesize notes from Readings

B. Synthesize notes from lectures

C. Integrate A & B for study

D. Postviewing

E. Review

F. Memory techniques - How to remember

3. How to recall it

A. How to write a paper

B. How to take tests

C. How to cram

D. How to be prepared for discussions, seminars

4. Reading in Specific Disciplines

A. Humanities

B. Natural Sciences

C. Social Sciences

Grading: While the students enrolled do not receive college credit for this course, they do receive "credit hours" credit for this course on their transcripts. There is nothing in the content of this course which is of a "remedial" nature. Rather the course is a developmental program on a highly intellectual level. If grades will be given, they will be awarded on the basis of, exams, projects, and lab evaluation.

Evaluation: The evaluation of a students progress can be done with a wide number of instruments.

a. Post-test of the McGraw Hill Reading Test.
b. Class and lab drill exercises.
c. Students read selections and write synthesis of ideas - compare with model.
d. Student evaluation of course.
e. Lab reports.
f. Attendance.
g. Comparison of grade point averages of second semester freshman with their first semester C.P.A.
h. Comparison of C.P.A. of 1st semester freshman with fall C.P.A. in 1974.
i. Comparison of G.P.A. of groups g and h (above) for a 4 year period to evaluate long range effects.
j. Comparison of drop-out rates (attrition rate) with follow-up to account for non-academic reasons for leaving college.

k. Attempts should be made to discover if there are specific reading skills which are needed in specific subjects and courses. Study should be made to investigate the effects of training these specific skills upon grade attainment in their respective courses or subject matters. Training should be given in close liaison with the subject areas and courses should utilize the course texts for teaching purposes as well as the plethora of standard reading materials available.

1. Did these students have reading training in elementary and high school levels?

ADVANCED READING COMPREHENSION-LABORATORY COMPONENT

Rationale: There are some basic assumptions being made about the students being serviced with this lab. The assumptions are as follows:

1. All the students are at a "functioning level" in reading and study skills.
2. Individuals will have different initial levels of skills sophistication.
3. All people do not learn at the same rate.
4. The amount of practice needed to internalize the skills will vary from individual to individual.
5. The students will be enrolled in all of the colleges and in a multitude of courses covering almost every discipline offered at Brooklyn College.
6. The diverse programs will require students to apply the skills with varying degrees or competency.
7. The lab is to have practical application to the students' other courses.

As a result of these assumptions, the lab must:

1. Permit the student the opportunity to apply the skills currently being learned to the content of the other courses within his program.

2. The lab must also permit the opportunity for each student to work at his own pace with extra drills provided where necessary to bring his performance up to the level where he can deal on a literal and analytical level with the materials being assigned in his other courses.

3. There must be close coordination with the class lecture and the lab and reinforcement provided to help the student internalize the theory learned in class.

Relationship & roles: Because of the nature of the population and the need to service many students at one time, the major burden of responsibility for learning will be placed on the student. The lecturer will be available to work with students on an individual basis during office hours and is responsible for overseeing the labs and training of the tutors. Tutors must be of a superior caliber in order to handle the transference process and the crucial dynamics of interpersonal relationships. The students enrolled in the course may resist suggestions designed to change past behaviors.

Laboratory Tasks: The following responsibilities will be carried out by the instructor in the laboratory:

1. diagnose individual needs and ways to help a student meet his needs through an individual program.
2. review theory taught during week.
3. make-up and teach those students who might have missed previous lecture or lab.

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READING FOR ESL STUDENTS

Rationale In the hierarchy of language skills needed by any second language learner, reading is an advanced step. From learning the language itself, the student moves into learning a graphic representation of it. From learning to read, he is reading to learn. Unfortunately, despite its importance for success in college-level work, reading has been given very little attention in most colleges. Most English as a second language college-level courses aim "to enable the student to achieve his full potential in college-level work," yet such courses seldom go beyond testing. The months following involve inadequate reading practice and the use of materials embarrassingly below the level of any college text. Although no one is entirely responsible for this, the structuralist dogma that "language is speech" has resulted in a relative lack of interest in the problems of the advanced ESL student to whom the ability to read is equally as important as the ability to converse. Books, for example, in their desire to "simplify" materials, bring literature down to the level of the ESL student instead of bringing him up to it.

If reading is to be taught, not just tested, the ESL student needs the same basic skills any native speaker of English does - the ability to read at a reasonable rate and with comprehension. The ESL learner's interpretation of individual words, syntactic structures and word sequence is usually slower - so here is where the bulk of work for the former lies. Because of the nature of the learning situation ahead of him, the ESL student necessitates exposure to college-type skills and materials so that he can profit reasonably from his college preparatory course. Thus, from the full-time task of decoding his weaker language, he graduates into problem-solving as he analyzes and uses the language creatively.

Population and Screening All the Comprehensive Reading students will be screened according to the following factors: 1. High School average; 2. English Placement Test; 3. Cooperative Reading Test. Based on the proportion of ESL students identified by the English Placement Test administered to the September 1973 entering students, it is estimated that there will be approximately 100 entering ESL students in the Spring 1974 semester. Although these students will be assigned to the reading program based on the normal screening procedures for reading, they will be grouped in special sections staffed by an ESL reading specialist so that their special needs may be diagnosed and treated accordingly. The Michigan Test of English Language Proficiency will provide the diagnostic tool.

Course Design This course is primarily intended for college students to whom English is a second language either because they were born outside the United States and therefore spoke a first language, or they were born here but were raised in a home which used another language. At this level, they possess sufficient oral proficiency which enables them to communicate their basic needs quite adequately with the world around them. However, their language interference is still evident, especially in the sophistication of their expression, in their understanding of the printed page, and in the ease and speed in which their reading is done. Basic to this are vocabulary expansion which utilizes the sound, structure, context and dictionary approaches and reading and listening skills improvement which considers meaning and organization structurally and functionally.

Since the Program is adapted to the academic world, much effort will be made to correlate it in content with the students' immediate scholastic needs. Concurrently, it will assess their study habits such as using a dictionary and a library in research and term paper work, taking notes, writing an outline, passing an examination, etc., suggesting remedies and practical applications where necessary. Grammar is used as a means to an end, as the students analyze sentence meaning via structure patterns or sector analysis and study the functional relationships of punctuation marks, pronouns and connectives to the rest of the sentence. To enhance this, close liaison with their English 0.1 and 0.2 classes is planned.

Time allotment is two semesters, the first semester focusing on specific reading skills and the second semester stressing subject area content heavily. The Program includes 4 hours a week for the 0-10% group and 3 hours a week for the 12-25%, divided into workshops, lectures and laboratory work utilizing resource persons (subject area professors), teacher's aides (native speakers of English or ex-ESL learners) and classroom instructors. Individualization of instruction is an integral part of the Program. Audio-visual devices consist of such software as kits and books (on reading skills and the students' own textbooks), magazines, newspapers, pictures and teacher-made materials. Among the hardware are the tachistoscope, controlled reader, cassette player and recorder and the aud-x machine used with a series of filmstrips and cassettes coordinated with workbooks. Overhead projectors, motion picture projectors and a variety of accelerators may also be added. Entrance and exit scores are recorded using the Michigan Test of English Language Proficiency.

At the conclusion of the Program, ESL students are expected to compete on equal terms with native speakers of English at their age and level. This is a sensitivity to the sounds of the language, familiarity with its structure and meaning, and ease in their use at home, in school or at work.

Course Limitation If it is discovered in the course of the Program that an ESL student is a good reader in his strong language (his native language) via the appropriate Foreign Language test, he will remain in the Program but his language needs will be simplified as the focus shifts to content rather than reading methodology.

Broad Course Objectives

1. The ESL student will develop the progressive ability to read material with comprehension, speed and enjoyment.

2. He will accomplish the above via a comprehensive vocabulary as his word recognition widens.

3. He will improve his study habits so that he can utilize his own, the school's and the community's resources to the fullest extent.

4. He will learn to listen to his world and deduce from it facts relevant to his needs and goals.

5. Consequently, his expression will gain sophistication, for he can support his opinions with evidence and proof acquired in his readings and social contact.

6. He will develop the above skills sufficiently enough to perform in written examinations primarily intended for native speakers of English.

7. He will function more effectively in school and in every aspect of life since his communication problem has been greatly overcome.

Course Organization Although this Program focuses on the ESL student's reading ability, it recognizes the fact that if he has reading difficulties, most likely he has problems to overcome in listening, speaking and writing in English. Hence, based on the results of the English Proficiency Test, students will be grouped into 3 levels.[1] (see Table 1)

Having placed students in classes, we do the following.

1. Take an inventory of each student's native language, academic standing, goals, job interests, health (esp. visual) and existing personal problems.

2. Provide each student with a folder which will contain his work assignment and all finished material.

3. Talk about reading via a handout "Are You A Good Reader?" which is a compilation of generally accepted good reading practices along with commonly agreed upon poor reading practices.

4. Implement the approved reading skills and practices advocated on the handout.

5. Repeat steps 3 and 4 with reference to study skills. Talk about good study habits via a handout "Do You Know How To Study?" which enumerates good and poor study practices. Implement the study habits and specific skills needed for successful work in an American university.

6. Since these are ESL classes, aural-oral comprehension and grammatical correctness and effectiveness are attacked as individual or class needs arise.

TABLE 1

CHART OF ENGLISH PROFICIENCY LEVELS

	A	B	C
Reading & Vocabulary	Reads and understands intermediate lesson materials, narrative texts and simple expository writing. Makes constant use of all-English dictionary and frequent reference to bilingual dictionary.	Reads and understands most expository materials with regular use of all-English dictionary and material in his academic area with frequent use of bilingual dictionary all at a labored speed. Has comprehension difficulties due to insufficient ability to extract salient elements	Reads and understands general expository materials and texts in his academic area with frequent use of all-English dictionary. Lacks technique for extracting salient elements but has background for its rapid acquisition.
Listening	Understands most questions, statements and conversations on familiar topics spoken distinctly at slightly less than normal speed. Requires occasional restatement.	Understands most questions, statements and conversations at normal speed. Comprehends lectures on familiar subjects with some difficulty.	Understands most any conversation and most lectures on familiar subjects at normal speed.
Speaking	Converses intelligibly within most social situations but without complete control of structure and pronunciation. Restricted academic vocabulary.	Participates effectively, sometimes hesitatingly, in social and academic conversations. Makes occasional errors in idiom and structure, often obscuring meaning.	Participates effectively in social and academic conversations. Makes occasional errors in idiom and structure seldom obscuring meaning

TABLE 1

CHART OF ENGLISH PROFICIENCY LEVELS

	A	B	C
Writing	Writes statements and questions on familiar topics with fair command of basic but not complex patterns with frequent obscurity of meaning. Has limited ability to organize a narrative or descriptive paragraph.	Under time or test pressure, writes only simple sentences; little use of subordination. Restricted flexibility of vocabulary often obscuring meaning. Unable to handle adequately in English levels of generalizations required to develop paragraphs in expository or argumentative essays.	Under time or test pressure, writes sentence with some ease; unsuccessful subordination. Some flexibilit of vocabulary, errors occasionally obscuring meaning. Unabl to handle adequately in English, expository and argumentative essay but has background for its rapid development.

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1 New York University, American Language Institute Chart of English Proficiency Levels.

7. Utilize content area materials (humanities, social sciences, natural sciences) constantly but especially in the second semester of the Program.

8. Evaluate the Program via

   a. Student attendance

   b. Class and lab exercises

   c. Post test at the end of the semester using another form of the Pre-test material

Reading Skills To Be Developed

A. Phonics

   1. Vowels

   2. Consonants

   3. Syllabication

   4. Accent

   5. Intonation

B. Meaning

   1. Word level

      a. Roots, prefixes, suffixes

      b. Context clues

      c. Inflectional endings

      d. Possessives and contractions

      e. Homonyms, synonyms, antonyms

      f. Homographs

      g. Concrete-abstract words

      h. Conotation-denotation

      i. Foreign phrases and abbreviations

      j. Cultural meanings

2. Sentence level

   a. Sentence types - statement, question, emotional, command

   b. Sentence patterns - subject and verb (core parts)

   c. Punctuation clues (; : ? ' " " ,)

   d. Pronoun referent

   e. Syntax clues (word order)

   f. Key or transition words

   g. Main idea recognizable in paragraph patterns: time order, cause-effect, comparison-contrast, space order, list of details, examples, subordination-coordination, mixed.

   h. Inference-assumptions, implications, anticipations, predictions, conclusions, based on author's tone and purpose.

   i. Critical reading - recognizing authority, fact vs. opinion, jumping to conclusions, unwarranted generalizations, false reasoning.

   j. Reading rate - adjusted to the purpose and type of material.

   k. Reading in content areas - humanities
      social sciences
      natural sciences

Study Skills to be Implemented

A. Outlining - Uses:
1. To uncover the organization of written material.
2. To recognize paragraph patterns in reading.
3. To mark the main idea and supporting details in a textbook.
4. To make notes.

Activities:
1. Organizing information relating to the main idea of a paragraph.
2. Condensing ideas to brief phrases.
3. Using acceptable forms and symbols to express information.

B. Notemaking - is an active process related to outlining and textbook reading. Activities:
1. Listening comprehension
2. Identification of main and subordinate ideas in lectures and discussions.

C. Textbook reading - is a basic reading and study skill. Activities:
1. Surveying a book by using the title, table of contents, preface, index, graphs, charts, diagrams.
2. Skimming to get overall impression of some material or to locate specific information in chapter names, introductory paragraphs, pictures and italicized words.

3. Study-type reading (SQ3P)

4. Recognizing paragraph patterns and identifying main ideas and supporting details.

5. Underlining main ideas and otherwise marking the book.

D. Use of dictionary - its usage includes

1. Guide words

2. Phonemic respelling

Use of a library - its usage includes instruction in the use of - 1. the card catalogue
2. reference room
3. periodicals room

E. Test-taking techniques

Preparation:

1. Physical

2. Emotional

3. Review - store and recall information

Taking the test:

1. Follow directions

2. Time yourself

3. Write legibly

4. Stick to the question

5. Utilize key words

6. Skim

7. Identify the question type:

a. Objective exams (true-false, multiple choice, matching)

b. Subjective exams (essays-compare/contrast, criticize, discuss, state, relate, illustrate, explain, summarize)

Specific Problems and Solutions for ESL Peaders

A. In Reading

1. Syntax problem - Most ESL students are word-by-word readers. They must be trained to read by structures.

2. Sentence pattern problem - The syntax of unsimplified written English for the university level student exhibits a degree of complexity much greater than that of the spoken language. Teach advanced English structures in connection with this reading where it commonly occurs. Technique:

a. Ask a series of questions about the similarities and differences in form, function and meaning among the members of a set of English structures arranged in the ascending order of complexity.

b. Employ sentence pattern methods or sector analysis.

3. Rate problem

a. Eye movement - Recent research using EMP (Eye Movement Photography)[1] has shown that while many of the non-natives nearly equaled college-level native performance in terms of fixations, word span and words per minute; on the average, their performance in terms of duration of eye was low, about 3rd or 4th grade level. This implies that the real contrast between their performance is in the speed in which they process verbal information in short-term memory. Technique: Non-native speakers need a great deal of reading practice utilizing a progression through a series of pattern drills in graduated degree of difficulty (more complex structures) but without sacrificing content.

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[1] Assessing Competence in ESL Reading, John W. Oller, Jr., TESOL Quarterly, December, 1972.

4. Vocabulary problem

a. Most ESL students (as are native speakers) are word callers. They can equate words with sounds but not with meanings. This is partly caused by the notion that oral English and reading techniques, processes and aims are similar. Teaching students to pronounce words and assuming that they have meaning for them is not teaching reading. Technique: At this level when students are beyond decoding the written symbols, they are ready to explore, interpret and extend the concepts which the written symbols represent. They should discover the real magic of words (meanings).

b. Translation - Most ESL students have the habit of either consulting a bilingual dictionary or equating meanings in the two languages in the event of unfamiliar vocabulary. This is time consuming and very dangerous. Technique: At the onset allow students to have vague information about a given word. Gradually ease the problem by the use of context (grammatical and factual clues) and the other devices mentioned previously (under the topic Meaning: Word level). Moreover, once he has learned to use an English dictionary, he should be cautioned when <u>not</u> to use it.

c. Cognates - There are similarities in the meanings of two cognates in a pair of languages. This is a helpful source of vocabulary expansion. However, some cognates are "false friends"; they do not produce similar meanings. Technique: Be cognizant of this and use words and the Latin, Greek, Anglo-saxon roots, prefixes, suffixes to the individual student's advantage.

d. Idioms - Most ESL students do not recognize idioms. Treated in the totality of its parts, an idiom will not provide a sensible meaning for the learner. Technique: Use the idiom in several different contexts and guide students in its analysis by using grammatical and factual clues.

B. In Study Skills

1. This is a neglected area in most ESL courses where majority of the students have come from educational programs characterized as administratively authoritarian, academically traditional and examination-oriented. Being teacher-dominated classes, they have prevented students from developing a readiness to ask questions and a willingness to participate in discussions.

2. Because only few overseas students have had the opportunity to use a library of the size and complexities of libraries here, they cannot utilize the place to their full advantage.

3. Because they have been regimented to the objective-type test, many ESL students do not score favorably in subjective-type tests which require them to express their opinions freely and interpret information in any way. Technique: The listing of study skills (under the topic Study Skills to be Implemented) must be given much attention and consideration especially for the ESL student on the above grounds. Needless to say, this will lessen their problem of adjustment to the educational aims and practices in this country.

The Reading Laboratory

Uses:

1. The ESL student is able to receive intense and concentrated help in the specific skills in which he needs to improve (reading, listening, speaking).

2. Individualization of instruction to a high degree, building upon achieved strengths and reinforcing previous learning.

3. The student can move at his own rate, be self-directed to a great extent and is shielded from competition.

4. Consisting of "hardware" and "software", the lab has the atmosphere of technology, of novelty and fascination for the slow reader.

5. As an extra service, the lab can provide the student who has missed a previous lecture or lab with make-up material and the student still deficient in a certain skill with the needed practice.

Generally, the lab work is related to classwork (lecture) in terms of skills or content. Such close coordination will synthesize for the student theories previously learned in class.

Personnel: Lab instructor (s)
Teacher's aides
Lab technician

Teacher's Aides in the ESL Program Class size necessitates the use of TA's in ESL classes. Being a special group, ESL classes require special people. Their presence in the Program would provide group and individualized instruction, leaving the instructor time and energy to vary his teaching as extensively as possible. Moreover, their role in providing ethnic models with which learners can identify can not be overlooked.

A. TA's Qualifications

1. He must be a native speaker of English or an ex-ESL student (of multi-racial background: Spanish, Chinese or Haitian depending on BC ESL population).

2. He must be a language major, preferably, or come from a cross section of majors.

3. He must have an understanding of foreign people and their culture, accept the fact that each culture exists for its own people.

4. He must recognize that languages are basically complete for the people who speak them.

5. He must have excellent reading and study skills; preferably, he must be on the Dean's list.

6. He must have a good command of the sound patterns and grammar of English.

7. He must be able to control a group or individual students, have rapport with them.

8. He must be innovative, dedicated, responsible, resourceful and organized.

9. He must be committed to the objectives of the Program.

B. TA's Job Description

1. He diagnoses individual problems in the language areas (listening, speaking, reading, writing) upon detection.

2. He suggests solutions.

3. He possesses teaching ability in the handling of group or individual students, as they discuss the day's lectures or related topics.

4. He assists the instructor in student evaluation and record-keeping.

5. He demonstrates a sensitivity to personal and behavioral problems of the students.

6. He realizes his dual role in the Program - as "counselor" and "teacher" to his peer group.

C. TA's Training

1. He gets on-the-job training in every class session in the classroom or laboratory.

2. He meets at least twice a week with the instructor to discuss principles, procedures and materials; TA's and students' problems; suggestions and recommendations.

3. Once a month the TA's performance is evaluated by the instructor as satisfactory or needs improvement. This is a basis for his retention in the Program.

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THE READING LABORATORY

Rationale The Reading Laboratory for the Comprehensive Reading Program is an integral part of the total reading program. It will be equipped to handle multi-sensory approaches to the teaching and reinforcement of reading skills. The careful and thorough analysis of reading difficulties by the instructional staff and the carrying out of structured prescriptions for remediation of those difficulties will be the fundamental work of the laboratory.

Administrative Objectives

1. To provide a setting for classes, tutoring, individual self-help and independent study.

2. To house materials and structures for the above activities in a system designed according to basic reading skills and levels of difficulty.

3. To provide a place for other reading activities, such as testing, diagnosis, and record keeping of the students' progress.

4. To train teachers and supplementary personnel in the use of the materials, in the knowledge of the laboratory, and in the utilization of the laboratory staff.

5. To stress the use of various methods and materials according to the different problems and learning styles of the students.

6. To provide a place for the remediation of specific learning disabilities related to the reading process.

7. To provide class sets of supplementary materials for use by instructors.

Content Objectives

1. To provide reinforcement of particular skills taught in class.

2. To enhance the transfer of particular reading skills taught in class to a variety of different materials.

3. To enable students to work independently on developing flexibility of reading rate.

4. To enable students to use alternative and reinforcing learning modalities.

5. To provide individual supervision of the reading experience in order to aid in the detection of such problems as poor eye movements, sub-vocalization, etc.

6. To develop initiative, personal responsibility, and self-awareness in students for their own progress and success in reading.

Utilization The Reading Laboratory will provide work "stations" for 50 students at one time. It will be utilized for the full CLAS schedule during the week. Initially, teachers, students, and tutors will receive instruction in the use of machines, materials, forms and records available in the laboratory. This instructional program will insure full and efficient use of all laboratory facilities.

Laboratory Staff Specialized staff for the laboratory should include the following personnel:

1. Laboratory Coordinator - to handle the day to day functioning of the laboratory; order and access materials at staff request; oversee the use of audio-visual equipment; control student flow in and out of the lab; be responsible for filing of student records; oversee the duplication of materials. The coordinator would train staff and students in the use of new materials.

2. A receptionist in charge of record keeping and handling student inquiries. Two part-time college assistants would be suitable for maximum coverage.

3. Tutors to assist teachers. They would work under the supervision of instructors and the Laboratory Coordinator.

Facilities and Materials The reading laboratory should include the following but not be limited to them:

1. Secretarial desks - 3 Chairs - 3
2. Audio-visual carrels - 20
3. Filing cabinets
4. Book shelves
5. Storage Cabinets
6. Carpeting
7. T.V. reception facilities
8. Computer terminals
9. Seminar tables - 3 to seat 10 each
10. Round tables - 2 to seat 5 each

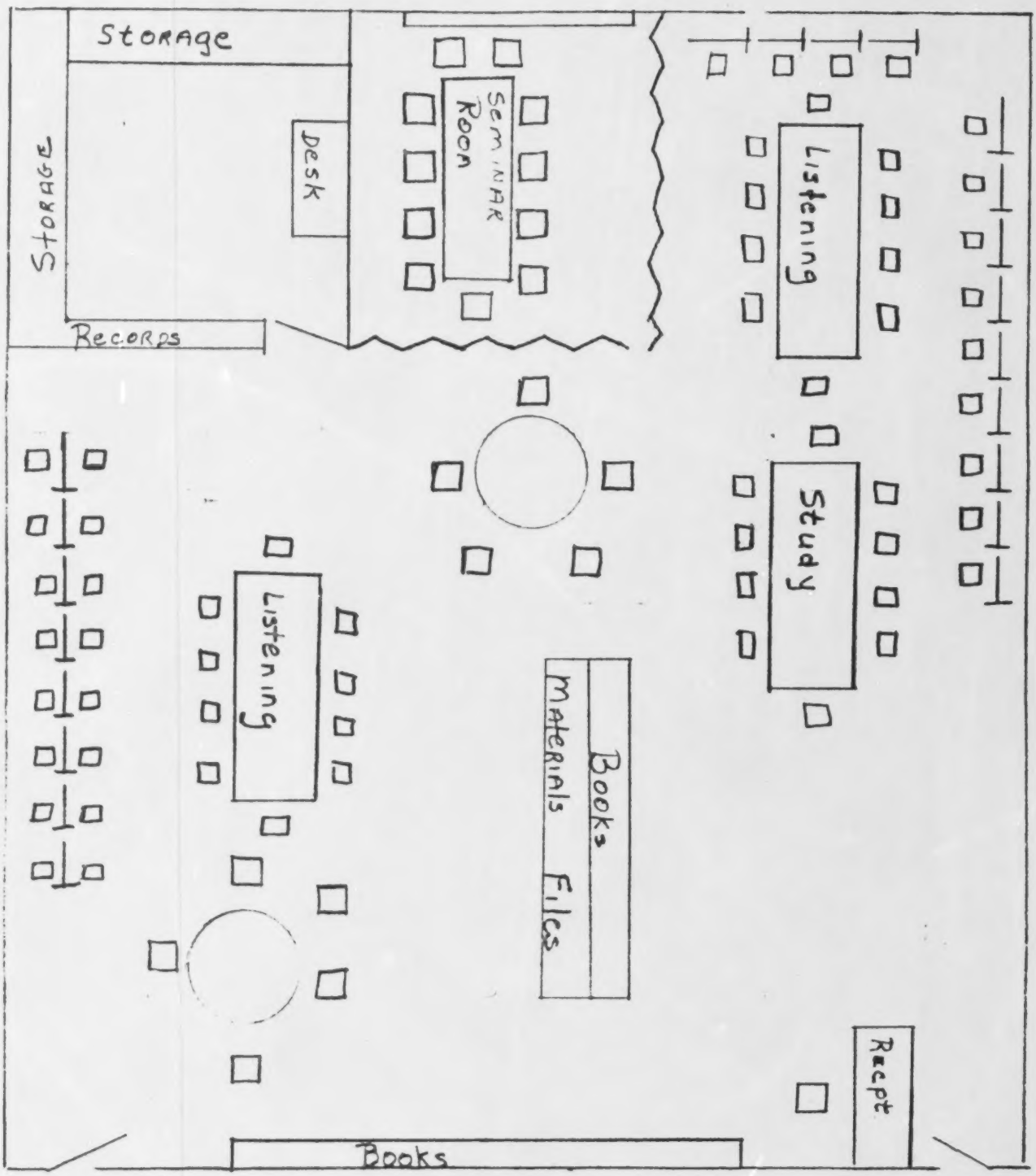
11. Easy chairs - 4
12. Occasional tables - 1
13. Bulletin Boards - 2
14. Spirit duplicating machine
15. Copier machine
16. Chairs - 50
17. Audio-visual machines such as :
    a. tachistoscopes
    b. tape recorders
    c. controlled readers
    d. filmstrip projectors
    e. film projectors
18. Software materials such as:
    a. books
    b. texts
    c. tapes
    d. cassettes
    e. teacher-made materials
    f. filmstrips
    g. records
19. Tests - to include:
    a. Standardized tests
    b. Teacher-made tests
    c. Diagnostic instruments

Lay-out The lay-out suggested for the Reading Laboratory is found on page 69 . It should be located adjacent to the offices of the Staff and other Reading Program personnel.

Temporary Arrangements For the Spring, 1974 semester a temporary arrangement has been worked out whereby two classrooms, 3404 and 3405, in Boylan Hall will be used. No structural changes will be asked for and arrangements must be worked out with the SGS Registrar to reschedule classes out of these two rooms. Most suitable permanent arrangements should receive top priority since the ambience of the laboratory is important to the program. The efficiency and security of the laboratory would also be increased by utilizing space designed especially for it rather than make-shift arrangements.

Equipment for the Spring semester has been taken from surplus of the Department of Educational Services, and reading materials and other equipment have been ordered. As materials are received, they will be catalogued by the Laboratory Coordinator.

READING LABORATORY



⊥ = a-v carrel

□ = student chair

Figure 1. Diagram of a proposed facility

PROSPECTIVE DESCRIPTION OF STUDENT TUTOR COMPONENT

General Goal To create a service-oriented tutoring program that is professionally organized and operated, in which the academic and administrative responsibilities of both instructors and tutors are clearly defined, mutually understood, and pedagogically effective.

General Function of the Student Tutor

A. The function is twofold: academic and clerical.

B. Although each instructor will have the discretionary freedom to determine the nature and emphasis of some aspects of the tutor's function, the following define the basis of the program:

C. Clerical responsibilities will include:
   a. Collation of class materials
   b. Research
   c. Aid in other clerical tasks when appropriate (e.g. student folders)
   d. Keep records of own sessions with students
   e. Final summary of duties
   f. Give input to periodic evaluation

D. Academic responsibilities will include:
   a. One to one remediation with student
   b. One to one aid in credit-bearing course work
   c. Each of the above in small groups, within or outside the class
   d. Assistance in a group laboratory setting

E. Although each instructor will have the discretionary freedom to determine the exact emphasis of a given tutor's function, the following general emphasis will define the program:

a. Basic level: individual remediation

b. Intermediate level: individual remediation and/or assistance in a group laboratory setting

c. Advanced level: assistance in a group laboratory setting

Selection of Student Tutors

A. Tutors with majors, in good academic standing, in the Department of Education, with at least one course in the teaching of reading to their credit.

B. Numerical selection of tutors will be as follows:

a. Basic level: one tutor for each 35 students

b. Intermediate level: one tutor for each 50 students

c. Advanced level: one tutor for each 100 students

C. The above is predicated on a working week of 18 hours, of which 12 hours will be spent in instruction, 4 hours in preparation, and 2 hours in reservation for conferences with the individual instructor or department meetings.

Pesponsibilities of the Student Tutor

A. Keep all appointments

B. Maintain office or laboratory hours (preparation hours are considered office hours and must be spent in work (location)

C. Attend all meetings, both skills oriented in-service training and administrative

D. To show initiative and demonstrate a professional attitude towards both students and instructors

E. To write a comprehensive description and evaluation of activities at the end of each term

F. All duties noted in section on General Functions.

Responsibilities of Instructors

A. General orientation and in-service training for the student tutors

B. Clear and precise designation and explanation of all assigned tasks listed under section on General Functions.

C. Give input to periodic evaluation of program

D. To supervise and complete the student tutor's monthly time card, keeping all necessary records to do so

E. To write a comprehensive description and evaluation of student tutor's activities at the end of each term, including recommendation of reappointment

General Procedural Guidelines

A. Assignment sheets should be posted for referral by students or staff

B. Tutors should not be scheduled or paid for more hours than they can manage effectively

C. There will be strict supervision of hours worked and timesheets; appointments or meetings missed, days absent, lack of preparation, lateness, etc., will be noted immediately at the time of occurrence

D. There will be a general orientation at the beginning of the term to provide the tutors with an overall view of the program and to familiarize them with the basic materials used at each level, and to consider the attitudinal relation between instructor, tutor, and student.

E. This orientation will be followed by in-service training focusing on the particular level that is relevant and its particular function and materials. This training will be detailed and continuous.

F. Each instructor and tutor will meet on a weekly basis to mutually consider preparation, evaluation, particular students' needs, progress, etc.

G. There will be monthly meetings of all tutors and instructors to consider all matters of importance to the success of the program as they arise, in addition to the noted general concerns.

H. An instructor from each level will be appointed or elected to help chair monthly meetings, initiate necessary correspondence, oversee final evaluations, etc. This designated instructor can also call meetings of his or her particular level when it would be beneficial to the success of the program to do so. Such meetings would be equally mandatory.

BASIC LEVEL SCREENING PROCEDURES

Preliminary As part of the admissions procedure for entrance to Brooklyn College, all students are now required to take the Cooperative Reading Test. Those students, who score below the 25th percentile on this test and whose high school average is below 75.0, are mandated by Faculty Council to take a course in Reading (see resolution in the Appendix.)

All students who score below the 50th percentile, but whose high school average is 75.0 and above, are recommended to take an appropriate reading course. See Table 1.

Perceptual Screening Procedures All students in the basic level courses of the Comprehensive Reading Program will be given the Keystone Telebinocular Test and a pure tone audiometer test.

The Keystone Telebinocular Test will be given by a staff member of the Comprehensive Reading Program.

The Speech Department with the assistance of Ms. Toni Gold will administer the audiometer test.

Students will be informally screened by the reading staff for speech articulation problems and students will be referred individually to the Speech Department for appropriate remedial work.

Screening in Phonics All students in the basic level reading courses and all E.S.L. students will be given the California Phonics Survey Test.

Screening in the Counseling Component All basic level reading students of the February, 1974 entering class will be given the Brown-Holtzman Survey of Study Habits and Attitudes and the Edwards Personal Preference Scales. The results of these tests will be used in the counseling process described in this report.

Evaluation A summary of the information revealed through the above procedures will be compiled during the Spring, 1974 in order to determine whether such intensive procedures are indicated as normal operating procedures or whether they are unnecessary.

Based on the results of the summary, a decision will be made as to whether these procedures should be extended to all students in the Comprehensive Reading Program.

Table 2

COMPREHENSIVE READING PROGRAM CUT-OFF SCORES

Reading Level	Cooperative Scores
Basic Reading	146 and below
Intermediate Reading	146.1 to 151.9
Advanced Reading	152 - 159

COUNSELING

Rationale for Group Counseling as a part of the Reading Program

1. Research indicates that the student who comes to college with low reading and comprehension skills are also handicapped in areas that can best be dealt with in a counseling situation. Professor Roderic Hodgins, former director of the Harvard Reading Program, points out ". . .the problems students will experience in reading will be subtle and sometimes painful to them."

2. It is assumed that students whose reading scores are below the 10th percentile will, in most cases, also be in the lowest grouping of High School averages. A one-day large group Orientation Program is inadequate for meeting the needs of these students. It seems necessary to continue the orientation process into a student's Freshman year due to the unique problems confronted by such students during their first year (often longer) at Brooklyn College.

3. The adjustment process of such a student to Brooklyn College can be better facilitated within the context of peer group interaction with a counselor.

Objectives of Group Counseling

1. To provide the opportunity for, and to maximize the advantages of peer-group/counselor interaction.
2. To facilitate the adjustment process of a low level reading student to Brooklyn College.
3. To provide concrete and accurate information regarding course selection and curricular requirements of schools and departments, and college-wide academic rules and regulations.
4. To provide a channel for dealing with the anxieties felt by students who enter college and are faced with non-college level courses and/or limited course programming.

Implementation of Program

1. It is absolutely necessary to administer the instrument for screening reading achievement at a time that will insure results before (at least three weeks) the onset of the College Registration period.
2. Students will be invited to an orientation program in groups of 15. During this time the counselor and instructors will explain the program and deal realistically with the need for such intensive work.
3. In addition to the Reading Program, a program of college-credit bearing courses will be advised. Courses from the schools involved should be carefully chosen by the Reading Program staff and the skills each course is aimed to develop should be given considerable weight in this selection. In most cases, "Q" courses should be recommended.

4. A limit of 9 credits should be enforced. The College must then back the decision so that students will not register for additional credits on the recommendation of brothers, sisters, friends, etc. . .

5. In addition to Reading courses, counseling, and individual sessions, it is also suggested that as a group of 15, these students be placed in an English 1.2 C section. Again, it seems that these students also experience great difficulty with written English. If students are programmed in the above fashion, the Reading instructors will have easy accessibility to the English instructors. The program will, therefore, have a three dimensioned focal point: Reading, Counseling, Written English. The three, naturally overlapping in goals and processes.

6. The Reading, Counseling, and English grouping will be the same, ie., homogeneous.

7. The additional college credit work attempted should be more heterogeneous but not necessarily left up to the student's choice. Thus, "Q" sections are suggested, wherein the student will mix with other students but not experience, in his/her initial period at Brooklyn College the extreme and intense competition of some 'regular' classes. Also, this will insure smaller classes which seem necessary for these students.

Personnel

1. Counselor/student ratio of approx. 1/75, five groups per counselor. DES personnel presently work on a case load of over 100 students, so a modification of present personnel might be necessary.
2. Projection of 4 counselors for the Initial period of the program. These counselors will be supervised by a head counselor (who also carried a case load of 50) and Professor Waters. Counselors will work closely with the staff of the Comprehension Reading Program.
3. The students serviced by this program will NOT be included on the lists of other counselors in DES for the duration of the student's participation in the Reading Program. The existing programs in DES will follow-up upon completion of the above program.
4. English personnel will be chosen from the present English faculty. Since "Q" sections are limited to 15, no additional personnel would be necessary. An experienced DES/English instructor will coordinate the English part of the program, hopefully with reduced teaching schedule (2 sections).
5. All personnel will be engaged in ongoing research and evaluation of the program.

Programming

1. Students' programs should be arranged in a feasible working schedule, ie. no large time gaps, etc. . . and the Registrar will be requested to permit priority registration of these students to insure minimal conflicts, etc. . .
2. ESL difficulties must be worked out prior to Registration so that the proper ESL class can be assigned and additional course limits advised.

Evaluation

1. To be devised by the staff in consultation with the Bureau of Testing and Research.

Role of Counselor Within Program

1. Conduct counseling groups.
2. Make referrals when deemed necessary and see students individually.
3. Act as liasion between reading instructors, English instructors, and instructors of other courses in which these students are enrolled.
4. Keep up-to-date records of the students for the use of the Reading Program and for the use of the counselor to whom the student will be referred at the completion of the Program.

EVALUATION PLAN

Introduction

The Evaluation Plan outlined in this report is directed toward a study of the implementation of the pilot phase of the Comprehensive Reading Program. The pilot phase is concerned specifically with putting into operation the courses for the three levels of the reading program. Evaluation of the pilot reading program is crucial in that it involves a large-scale, college-wide program and is the trial implementation of what will be the final program. The evaluation plan will consider the following:

1. Study of the significant aspects of the curriculum which are common to all the courses.

2. The plan will be adaptable to the final program when it is implemented.

3. Since the Spring, 1974 semester is the trial semester, the evaluation will be developed along with the curriculum implementation and will be refined during the pilot program.

4. The activities of evaluation will interfere as little as possible with the implementation of the program.

5. The staff of the Comprehensive Peading Program will welcome and will give careful consideration to comments and suggestions from college faculty, counsellors and students.

Basic Assumptions

The following assumptions underly the Evaluation Plan.

1. The evaluation program developed by the Comprehensive

Reading Program will need to be facilitated by the Office of Testing and Research.

2. No data gathered for this evaluation is to be used for grading or other assessment of any participant.

3. All original data will be coded and then the original data will be destroyed. Coded data will be kept until the students finish college so that long-term follow-up studies may be done.

4. Development of evaluation instruments will be done jointly with the staff of the Comprehensive Reading Program and the Office of Testing and Research.

Liaison

The Evaluation Plan cannot be implemented fully until liaison procedures are established between the staff of the Comprehensive Reading Program and the remainder of the College.

Topics to be Studied

The following topics are significant to the pilot program and to the final Reading Program.

1. Program Staff/Counseling relations
2. Program Staff/College Faculty relations
3. Systematic records of course content competencies, experiences, personnel, equipment, facilities
4. Description of process of implementation

Nature and Functions of the Evaluation Plan

The objectives, operations, and requirements of the reading program itself rather than a research design will determine the process of evaluation.

The plan will provide information which will be of use in decision making about the final form of the reading program.

Summaries of data will provide answers to such questions as:

1. What was taught?
2. How was it taught?
3. What equipment, materials, etc. were used?
4. Of the competencies stated as desirable, how many were attained?
5. Did attitudinal changes occur? Were there changes in the planned direction?
6. Did the pilot program affect program/faculty/counsellor relations?

Categories to be included:

1. Data on students
   a. N by curriculum number
   b. N by schools
   c. Academic index
   d. College program
   e. Competencies needed and attained

2. Data on Staff
   a. Field of Specialization
   b. Years of experience
   c. Time analysis
      teaching
      student conferences
      planning
      administrative

3. Data on Materials, Equipment
   a. Use of Laboratory Facilities
   b. Time

4. Data on Counseling/program relations

5. Data on Schools/program relations

6. Analysis of Quantitative and Qualitative data regarding each course of the Comprehensive Reading Program.

Population

1. Reading Students - Basic Level - those students enrolled in Courses 0.1 and 0.2 or 0.3.

2. Reading Students - Intermediate Level - those students enrolled in Courses 0.5 or 0.6.

3. Reading Students - Advanced Level - those students enrolled in Course 2.0.

4. Reading Program Staff - those faculty and tutors working with students in the reading courses.

5. Counselors - those counselors who are assigned to students in the program.

6. College Faculty - those faculty members who teach courses that students enrolled in reading are registered for.

PERSONNEL AND FACILITIES

Facilities The present facilities of the Comprehensive Reading Program include the following:

A. The Reading Laboratory on the Flatbush Campus consists of two small classrooms 3404 and 3405 Boylan which were secured by scheduling all the reading classes in those two rooms for the entire CLAS schedule of hours. This facility is of a makeshift nature and a decision should be made as to whether more suitable space can be arranged at the Flatbush Campus.

The equipment for the laboratory has been ordered and deliveries are being made. The variety of materials selected, the range of difficulty of the materials and the different learning modalities serviced make the materials most adequate.

On the Downtown Campus one classroom has been turned into a Reading Laboratory. Equipment is borrowed from the Flatbush Campus on a temporary basis.

B. The Staff Room for the program on the Flatbush Campus is a classroom temporarily converted to a staff room for eight people including the Acting Director. There is no secretary or telephone which makes for difficulties in the smooth operation of the program.

The Staff of the program who are on the Downtown Campus have been given two offices which are most adequate for their needs. The staff does not have a telephone which makes communication difficult between the two offices of the Program. The downtown staff have no clerical or secretarial help assigned to them.

	1	2	3	4	5
Classification pattern					
Experimental methods pattern					
Problem solving pattern					
Techniques for: Charts					
Tables					
Diagrams					
USE OF BOOK FORMAT					
Preface					
Introduction					
Side-headings					
Table of Contents					
Index					
Appendicies					
REFERENCES					
Selection					
Note taking techniques					
Outlining					
Precis writing					
INTERPRETATION					
Inferences					
Author's point of view					
Style					
Validity of argument					
Comparison of Sources					
Relevancy					
Logic of argument					

SUMMARY COMMENT:

As the faculty mandate becomes operational for the Fall, 1974 semester, there will be an increased need for staff members. Projected enrollment figures indicate that approximately 900 students will be mandated to take reading. The full-time load of faculty should be no larger than 60 students. This would call for a staff of 15 teaching faculty.

C. There is no adequate facility on either campus for the individual private testing of students. The telebinocular test, the audiometer test, and reading and phonics tests should be available to students in a quiet private place. Long range planning should provide such a facility.

D. A conference room for staff meetings, for meetings with small groups of students, and for meetings with counselors is needed.

Budget for the program should be developed so that planning can be systematic and according to priorities established for the program.

Personnel Needs for the program include a full-time secretary, mentioned above, and the student tutors outlined in the tutoring component.

One teacher in the program is a skilled ESL teacher of reading. There is a need for another teacher since much of this work must be done in very small groups. Many students come seeking and needing help of an ESL nature although they are not ESL students in terms of English 1,2 placement.

There is a need in the program for a school psychologist. A person skilled in giving individual and group tests is needed for the program. The screening procedures for perceptual problems, presently done by a staff member, could be done by this specialist. There is an on-going need for testing during the semester. Students are referred by counselors for testing and placement. Individual test times are needed for students who miss group testing sessions.

PILOT SEMESTER ENROLLMENT

Students for whom reading was mandated were notified by personal letter to take the appropriate reading course. Freshmen in the Spring, 1974 entering class were also counseled individually during the registration period.

Students for whom reading was recommended were invited by personal letter to take a course in the reading program. About 3000 students were contacted. Only about 150 students eventually enrolled in the reading program on this voluntary basis.

The totals of enrollment for the Spring, 1974 semester are found in Table 3.

Table 3

ENROLLMENT STATISTICS - SPRING, 1974*

	Flatbush		Downtown		Total
	No. Sections	No. Students	No. Sections	No. Students	
Reading 0.1	5	34	4	119	153
Reading 0.2	4	30	4	118	148
Reading 0.3	6	35	Not offered		35
Reading 0.5	4	55	4	95	150
Reading 0.6	4	55	Not offered		55
Reading 2.0	3	68	1	37	105
Totals	26	277	13	369	646

* as of 3/5/74

COMPREHENSIVE READING PROGRAM AND THE SCHOOLS STRUCTURE

The Comprehensive Reading Program presently provides special services to two of the seven schools of the college.

The Education Around A Theme Program of the School of Education has attached to it a reading component. The teacher who teaches these reading sections works with the team of instructors who are involved in the program. The duties of this reading instructor include the attendance at team meetings. The instructor acts as a resource person in reading to the teachers of the content area courses. The teacher selected for the program has a background in the area of education.

The New School of Liberal Arts presently has two sections of reading for students enrolled in the New School of Liberal Arts. These sections were set up for students who are below the 10th percentile in reading. A closer relationship of the reading component to the Transitional Program is being planned for the fall semester with the faculty of the New School of Liberal Arts and the task force of the Department of Educational Services.

For the Teacher-Mentor Counselor Program of the Department of Educational Services, a reading teacher will be attached to each Unit. The reading teacher will have two sections of reading in each unit, and will be available for team meetings. The teacher will also act as a resource person for the TMC team.

The Comprehensive Reading Program will offer in the fall semester courses entitled, Reading in Education, Reading in the Sciences, Reading in the Social Sciences, Reading in the Humanities and Reading in the Performing Arts. The purposes of the courses will be to widen and deepen the experiential background of the students in those schools through the reading of texts and source materials related to the work of the schools. Reading in the relevant journals in each area will be included in the course content. Basic reading skills, germane to all college reading, will be fundamental to the reading work done at this level. Vocabulary specific to the course content of the schools will be stressed.

APPENDIX

PROPOSAL FOR A COMPREHENSIVE READING PROGRAM

AT BROOKLYN COLLEGE

About 600 students are now enrolled, on a voluntary basis, in the programs of the college reading center. On the basis of a reading test administered this year for the first time to the entering freshman class, it is evident that many more students require additional work in reading. These results merely reinforce the impression of the teaching faculty in freshman and sophomore courses.

Plans have therefore been developed for a mandatory, multi-option reading program to begin in February, 1974. This comprehensive non-credit program has been developed, with the full cooperation of the deans of schools, by the Department of Educational Services, which will house the program. A reading program staff is being assembled, and Professor Margaret Waters of the School of Education has been named Acting Director of the Comprehensive Reading Program.

The following resolution is submitted for Faculty Council consideration:

1. Whereas, reading skills are a sine qua non for academic success in a liberal arts college;

2. And Whereas a structured, systematic, comprehensive program of reading skills has been found to provide students who are in need of reading help with the necessary reading skills for college level work;

Therefore, be it resolved:

1. To create an intensive program in reading to be known as the Comprehensive Reading Program to meet the varying reading needs of Brooklyn College students;

2. To require the assignment of a freshman to the Comprehensive Reading Program when his reading score falls below the 25th percentile on the national norms (entering college freshman level) of a standardized reading test and his high school grade point average falls below 75 (or the equivalent), and to require assignments to the capacity of available reading programs;

   The student will be assigned to the Comprehensive Reading Program unless he is enrolled in one of the other reading program options existing within the schools--the education-around-a-theme option, the New School of Liberal Arts transitional program, the Teacher-Mentor-Counselor program, the School of Contemporary Studies communications skills program.

c.c. Prof. Margaret Waters

3. To mandate the reading assignment in the sense that the student who requires additional work in reading must register for reading in the following semester;

4. To require that students assigned to the Comprehensive Reading Program register for not more than 9 credits in addition to reading during that semester. It is understood that this program, which totals 12 hours (a maximum of 9 credits plus reading) will be recognized as a full program for all college purposes.

5. To review the program's effectiveness on the basis of an evaluation study (now being developed) at the end of two years.

(Revised) Office of the Vice President and Provo
November 9, 1973